

Evaluation of the Scottish Football Association's Phase 4 CashBack for Communities programme

Year 1 report

Scottish Football Association

July 2018



CONTENTS

Chapter	Page
Executive Summary.....	i
1. Introduction and context	1
2. Overview of the Scottish Football Association's Phase 4 programme	4
3. Programme impact	12
4. Conclusions and recommendations.....	25

APPENDICES:

Appendix 1: List of outcomes and targets

Appendix 2: List of Year 1 Schools of Football

Appendix 3: Code of conduct from Gracemount High School of Football



Phase 4 CashBack for Communities Funded Activity: Year 1



The My Community programme delivers coaching and playing opportunities for young people across Scotland

£1.75 million
of CashBack funding allocated to three strands of activity

My School of Football

1,130

participants

82% male
18% female



My Inclusive Community

423

participants

73% male
27% female



My Volunteer & Inspire Project

128

participants

73% male
27% female



Positive achievement across a range of outcomes

Capacity
&
confidence



Physical
&
personal
skills



Behaviours
&
aspirations



Wellbeing



School
attendance



Learning
&
employability
options



Participation
in positive
activity



Main Recommendations

- Support schools to encourage parent/carer participation in the evaluation
- Recruit more female participants to reduce gender imbalance
- Systematically collect data and participant profile information
- Focus on the VIP and MIC strands in Year 2 of the evaluation
- Continue to build on successes of improving participant personal development

Executive Summary

Introduction and context

Since 2008, the Scottish Football Association (Scottish FA) has received funding from the CashBack for Communities programme to deliver coaching and playing opportunities for young people across Scotland concentrated in areas of deprivation. This has enhanced young people's football skills as well as personal and social skills.

Based on the lessons from the Scottish FA's Phase 3 programme, the Phase 4 'My Community' programme has been streamlined, with £1.75 million of funding allocated to three strands of activity:

- My School of Football
- My Inclusive Community (MIC)
- My Volunteer and Inspire Project (VIP)

Blake Stevenson has evaluated Year 1 of the Scottish FA's Phase 4 programme. This included conducting a survey of head teachers at Schools of Football, interviewing programme participants, teachers and coaches, and reviewing data provided by the Scottish FA.

Focus for Phase 4

Phase 4 of the Scottish FA's CashBack-funded activity is focussed on reaching 4,518 young people across the three programme strands. In particular, the programme is working with young people aged 10–24 who are living in areas of deprivation, are not in employment, education or training, are being excluded/at risk of being excluded from school, and/or are at risk of being involved in antisocial behaviour, offending or re-offending.

Delivery of the My Community programme in Year 1

My School of Football

Across 26 CashBack-funded schools, a total of 1,130 young people participated in the School of Football strand, significantly exceeding the Year 1 target of reaching 936 participants. Of these, the majority (82%) were male and 18% were female. In Year 1, 12 schools offered girls-only Schools of Football, either in addition to or as their only School of Football, to encourage greater female participation.

The School of Football strand is primarily aimed at S1 and S2 pupils, although some schools have extended activity to S3 and S4 using other sources of funding. Other schools receive a small amount of CashBack-funding to cover kit and equipment, and draw on additional funding sources to meet the cost of delivery.

School of Football participants take part in four weekly practical sessions, a weekly theory session and quarterly workshops delivered by external organisations on topics such as sectarianism. The

content of the practical and theory sessions is largely designed by individual coaches to meet the needs and interests of participants, although the Scottish FA provides training to coaches at the beginning of each academic year to ensure consistency.

My Inclusive Community (MIC)

423 young people participated in the MIC strand during Year 1, which is lower than the target of 630. Of these, 77% were male and 23% were female. This new strand of activity builds on the Scottish FA's previous CashBack-funded work to increase engagement and participation with people from ethnic minority communities.

The content and structure of the programme varies between participation centres but one centre visited in Edinburgh as part of the evaluation ran training sessions for primary and secondary school students, and received balls and bibs from the Scottish FA.

My Volunteer and Inspire Project (VIP)

The Volunteer and Inspire Project is a new strand for Phase 4, which places young people aged 16–24 from schools, clubs, community groups and youth projects in a tailored 12-month learning pathway. In Year 1, a total of 128 young people participated, compared to a target of 180. The majority (77%) of these were male and 23% were female.

Participants are identified through a network of delivery partners and take part in a range of activities, including accessing training courses like coach education and volunteering opportunities, attending quarterly workshops, and gaining football and sports development qualifications.

Impact of the My Community programme in Year 1

The evidence gathered through interviews and surveys during Year 1 of the programme indicates that it is having a positive impact on participants. Overall, the School of Football strand has met a wide range of targets relating to confidence, skills, behaviour, aspirations, wellbeing and learning. The MIC and VIP strands did not meet all of their specific targets, especially relating to accreditation, volunteering and coaching roles. This was mainly due to their lower participation rates. However a high percentage of the participants achieved positive outcomes in these areas.

CashBack Outcome 1: Capacity and confidence

A high proportion of participants demonstrated increased confidence through the programme. Teachers, coaches and participants reported improvements in confidence both on and off the pitch, such as taking on leadership roles and speaking more in classroom situations. These groups also reported that participants were trying new things such as joining local clubs and taking on coaching roles.

CashBack Outcome 2: Developing physical and personal skills

Participants have also developed their physical and personal skills through the programme, although the VIP and MIC strands did not meet all of their targets in this area. In particular, head teachers at Schools of Football who were surveyed indicated that participants have increased their skills for learning, life and work. Across all strands, leadership and teamwork were identified as key skills that had been developed, while VIP participants had also gained employability skills.

Participants gained a range of physical skills through the programme, such as agility, balance and stamina, and football skills including passing, dribbling and shooting. Alongside this, participants also achieved qualifications such as coach education framework levels and, in the School of Football, the Dynamic Youth Award.

CashBack Outcome 3: Changing behaviours and aspirations

Young people who have participated in the My Community programme have demonstrated improved behaviour and increased aspirations during Year 1. Nearly all head teachers who were surveyed indicated that School of Football participants have improved their behaviour, and teachers interviewed during school visits said that the participating in the programme was seen as a privilege by participants.

Schools highlighted the importance of communication between school staff and School of Football coaches for improving the behaviour of participants, and used various techniques for achieving this such as monitoring booklets.

The My Community Programme has also improved the aspirations, especially amongst VIP participants, who have taken part in voluntary roles that have increased their awareness of and interest in career options in football.

CashBack Outcome 4: Improving wellbeing

The programme met all of its wellbeing outcomes in Year 1, with head teachers and participants in the School of Football recognising the benefits of taking part for their physical, social, emotional and mental wellbeing. MIC participants have also increased their social wellbeing by getting to know new people in their community.

CashBack Outcome 5: Increasing school attendance and attainment

Some evidence was gathered during Year 1 to suggest that the School of Football programme has increased school attendance, although data was only provided for six Schools of Football. Of these schools, most School of Football groups had higher average attendance than their peers.

In terms of engagement, nearly three-quarters of head teachers surveyed indicated that the School of Football has helped to improve participants' engagement in other classes, and respondents were also positive about the impact on participants' concentration and academic performance.

Schools that have extended the programme to S3 and S4 pupils reported that doing so has benefitted participants by encouraging pupils to remain engaged in school and achieve qualifications. Plans for an enhanced School of Football model in 2018–19 that extends to senior year groups will likely increase the impact of the programme on engagement and attendance.

CashBack Outcome 6: Improving learning and employability options

Although it is generally too early to measure the impact of the programme on learning and employability options, the MIC and VIP strands have helped improve the employability of participants by enabling them to gain qualifications and, in the case of VIP, providing opportunities for participants to gain experience in football roles and to network with people working in football and other sports.

CashBack Outcome 7: Increasing participation in positive activity

Participation in the School of Football has encouraged young people to become involved in positive activity, especially football, as evidenced by achievement against other outcomes.

CashBack Outcome 9: Contribute positively to the community

It is generally too early to measure the contribution of young people to the community, although some young people did demonstrate increased contributions and connections to the local community through the programme.

Key recommendations and areas for consideration

Based on the findings of the Year 1 evaluation, some areas for consideration are listed below.

Recommendation 1: In Year 1, the My Community programme has successfully improved the confidence, skills, behaviour, aspirations, wellbeing, engagement and learning of participants. During the following years of the programme, the Scottish FA should continue the progress made in these areas and increase the number of participants who make improvements in their personal development.

Recommendation 2: No parents/carers were interviewed as part of the Year 1 evaluation activities due to either limited interest from parents or schools not making the necessary arrangements. In Year 2, the evaluation would benefit from greater support from schools to arrange interviews with parents/carers, given the important insight they can provide into the impact of the programme on young people outside of school. Any support that the Scottish FA could provide in helping schools to recruit parents to take part in the evaluation would be beneficial.

Recommendation 3: There was a significant gender imbalance across all three My Community strands and, although there has been an improvement in female participation within the School of Football, more consideration should be given to recruiting female participants.

Recommendation 4: Although only limited participant profile data was collected during Year 1, the planned Participant Tracking Form for use in Schools of Football should collect

comprehensive profile information which includes school performance and behaviour information, equalities data and postcode. The Scottish FA could also consider introducing an appropriate participant profile form for VIP participants and a system to collect basic details about the MIC participants. This will ensure that there is a clear understanding of the extent to which the programme is being delivered to young people from a disadvantaged background.

Recommendation 5: Comparable attendance data was provided by six schools in Year 1, with additional data on changes in attendance provided by one school. As in Phase 3, more detailed analysis of the impact of the School of Football strand on attendance could be achieved if a larger number of schools provide standardised attendance data that compares participant attendance to average attendance of the whole year group, and also tracks changes in individuals' attendance before and after being involved in the programme.

Recommendation 6: Fieldwork in Year 1 largely focussed on participants and stakeholders from the School of Football strand of activity. In Year 2, it would be beneficial to focus evaluation activity on the VIP and MIC strands and involve a larger number of stakeholders from these strands so that the impact of VIP and MIC can be explored in greater depth.

Recommendation 7: The quantitative data related to performance against indicators, except those that refer to feedback from stakeholders, is based on information collected and analysed by the Scottish FA through various methods. This shows strong performance and, in Year 2, this data should be available for analysis so that it can be part of the external evaluation.

Recommendation 8: The introduction of an enhanced School of Football model in some schools in Year 2 should be a focus for the future stages of the evaluation to see how the programme contributes to other areas of the curriculum.



1. Introduction and context

The Scottish Football Association's CashBack for Communities programme

- 1.1 As the national governing body for football, the Scottish Football Association (Scottish FA) aims to promote, foster and develop the sport at all levels in Scotland. Since 2008, the Scottish FA has received funding from the CashBack for Communities programme to deliver coaching and playing opportunities for young people across Scotland concentrated in areas of deprivation. This has enhanced young people's football skills as well as personal and social skills.
- 1.2 The evaluation of the Scottish FA's Phase 3 programme (2014–17) found that the programme had continued to build and develop the work of earlier phases and provided opportunities for a wide range of young people to benefit from their involvement in the sport. The lessons from the Phase 3 programme resulted in a more streamlined programme for Phase 4, entitled 'My Community'. The Scottish FA received an award of up to £1.75 million to deliver this programme that focuses on three strands:

My School of
Football

My Inclusive
Community (MIC)

My Volunteer and
Inspire Project
(VIP)

- 1.3 The three strands are described in more detail in Chapter 2.

Evaluation aims and methods

- 1.4 In designing the Phase 4 programme, the Scottish FA identified outcomes and targets, drawn from the CashBack logic model (listed in Appendix 1), which its programme could deliver over the three year funded period. As with other CashBack partners, monitoring and evaluating delivery and progress amongst participants is a key requirement so that achievements can be captured and information can shape delivery. The monitoring and self-evaluation is supported by a performance advisor in Inspiring Scotland.
- 1.5 Blake Stevenson's role is to independently evaluate the programme and to add value to the self-evaluation activity by consulting with a broader range of participants and stakeholders about the delivery and impact of the programme as well as considering other evidence of its effectiveness.
- 1.6 The content of the report is drawn from the Scottish FA's self-evaluation data and the primary research conducted by the Blake Stevenson team.



1.7 Evaluation activity in Year 1 is summarised below:

Desk-based activity

- Analysis of data provided by the Scottish FA, including results of a Scottish FA survey of participants, monitoring information from the scorecard, year group level attendance data from 6 x schools
- Analysis of quantitative data collected by one SoF about the impact of the programme on its participants
- Development of research questions for all activities

Fieldwork

- Survey of Head/Senior Teachers at Schools of Football, completed by 19 of the 26 schools
- Visits at two Schools of Football including interviews with:
 - 2 x head teachers
 - 1 x depute head teacher
 - 3 x teachers
 - 1 x coach
- 8 x SoF participants (four boys and four girls)
- VIP programme
 - 5 x participants
 - 1 x delivery partner
- Visit to one MIC participation centre
 - 2 x coaches
 - 2 x participants
- MIC delivery partner x 1

Evaluation challenges

1.8 In general, participants and partners in the Scottish FA's Phase 4 programme have engaged well in the evaluation. The main challenges have related to:

- Identifying parents or carers of School of Football participants to take part in interviews. The evaluation team asked the two schools that were visited to identify parents/carers who would be willing to be interviewed. The team did not receive details of any parents/carers willing to take part. Future stages of the evaluation will need to consider how to further support and encourage schools to facilitate access to parents/carers in Years 2 and 3.
- Receiving data collected by schools about attendance and behaviour. Seven of the 26 Schools of Football provided information about attendance and one about behaviour, but a more comprehensive dataset from all schools would enhance the evaluation in Years 2 and 3.



- The evaluation team wanted to carry out more interviews with participants at two MIC participation centres, but one centre declined to take part because they felt their participants would be unable to engage in interviews.
- Only a small number of stakeholders from the MIC and VIP strands engaged in the evaluation during Year 1, and this limited the amount of evidence that could be reported for some indicators. Further involvement of stakeholders in these strands through, for example, interviews and/or a large-scale survey, would provide valuable evaluation data in Years 2 and 3.
- A lack of participant profile data.

The report

1.9 The remainder of the report is structured in line with the evaluation reporting requirements of the CashBack for Communities programme and is set out as follows:

- Chapter 2 provides an overview of the Scottish FA's programme in Year 1, broken down by the CashBack for Communities outcomes;
- Chapter 3 discusses the impact of the programme so far; and
- Chapter 4 presents a set of conclusions and recommendations.



2. Overview of the Scottish Football Association's Phase 4 programme

2.1 Across the three year phase, the Scottish FA aims to work with 4,518 young people across My School of Football, MIC and VIP. The intention is to work with participants who are aged 10–24 and:

- living in areas of deprivation;
- not in employment, education or training;
- being excluded or at risk of exclusion from school; and/or
- at risk of being involved in antisocial behaviour, offending or re-offending.

2.2 So far, in Year 1, a total of 1,681 young people have participated across the three strands. Table 2.1 below provides a breakdown based on the annual targets and actual participation numbers for each strand.

Table 2.1: Number of Year 1 participants by strand

Strand	Participation target	Actual number of participants
School of Football	936	1,130
My Inclusive Community	630	423
Volunteer & Inspire Project	180	128

2.3 As this table shows, although the School of Football strand has significantly surpassed its annual participation target, there have been shortfalls in participation in the other two strands during Year 1.

School of Football

2.4 School of Football is an attainment and aspirational strand aimed at young people aged 12–14 who have behavioural issues, are living in areas of deprivation, are at risk of exclusion from school, or are potential offenders. The programme aims to develop the cognitive and social skills of participants through a Curriculum for Excellence–focused football programme, and participants work toward completing an SQA accredited Dynamic Youth Award.

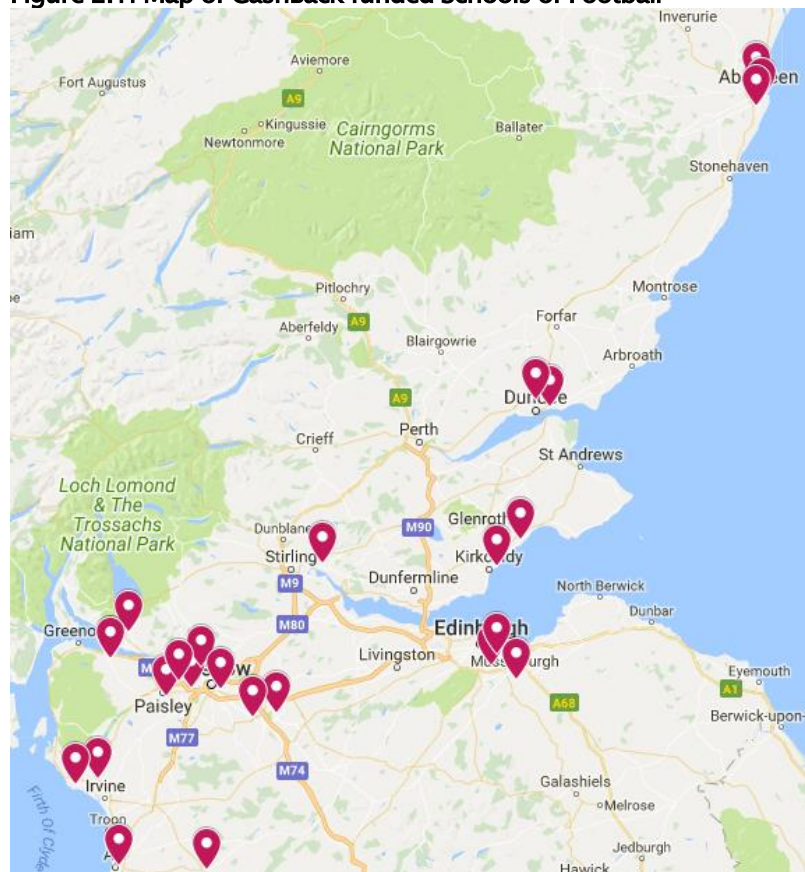
2.5 CashBack funding is predominantly aimed at S1 and S2 participants, and a core group of schools receive full funding and support to deliver the programme. There are also schools that have extended their offering to S3 and S4 pupils with funding from either the school's own budget or, in one case, a local football club. There is another group of schools that receive a small amount of CashBack–funding to cover kit and equipment, and draw on other funding sources to meet the cost of delivery.

2.6 When the Scottish FA first launched the School of Football strand in 2008, six schools participated in the activity. Based on information provided by the Scottish FA, this number



has grown to a total of 26¹ CashBack-funded Schools of Football in Year 1 of Phase 4, and their locations are mapped in Figure 2.1. A full list of the CashBack-funded Schools of Football in Year 1 is included in Appendix 2.

Figure 2.1: Map of CashBack funded Schools of Football



Content and delivery of the School of Football

2.7 Participants take part in:

- four weekly practical sessions;
- a weekly theory session; and
- quarterly workshops delivered by external organisations such as Supporters Direct Scotland and their 'Colours of our Scarves' anti-sectarianism campaign.

2.8 In most cases, the School of Football is delivered by a coach employed by the Scottish FA or from a local community club. In some schools, a PE teacher takes the lead in day-to-day delivery of the activity, using CashBack funding as well as additional finances from the school.

¹ Two Schools of Football (Port Glasgow High School and St Stephen's High School) are run on a shared campus. However, as the schools still operate separately, they have been counted as two individual Schools of Football.

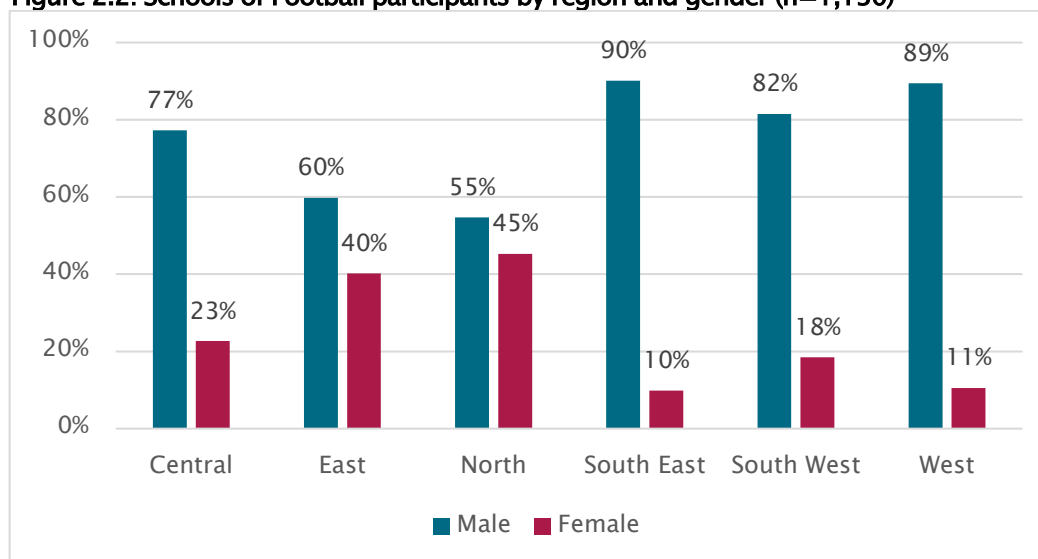


- 2.9 The content of the practical and theory sessions is largely designed by individual coaches, to meet the needs and interests of participants. However, to ensure some consistency across the cohort, the Scottish FA provides training to the School of Football coaches at the beginning of each academic year.
- 2.10 Most schools timetable School of Football sessions to ensure that core subjects, like English and maths, are not missed. This works well where there is a good understanding of the programme amongst subject teachers and they support pupils to catch up on missed lessons. On occasion, as in one school they have had to timetable School of Football so that the pupils miss their curricular PE time rather than other classes, others deliver some sessions before or after school or during lunchtimes to minimise the impact of the activity on participants' other timetabled classes. It is clearly important to gain support for the activity from the wider staff body.

Participant profile

- 2.11 1,130 young people participated in the School of Football in Year 1, which is significantly higher than the annual target of 936 and an increase on the 863 participants in Year 3 of Phase 3 (2016–17). The majority (925, 82%) of participants this year were male and 18% (205) were female. This is an increase in female participation compared to 2016–17 (88% male and 12% female) and is possibly as a result of the girls-only Schools of Football.
- 2.12 The proportion of female participants is highest in the North (45%) and East (40%) (Figure 2.2), although the reason for the regional variations is not clear.

Figure 2.2: Schools of Football participants by region and gender (n=1,130)





Girls-only Schools of Football

- 2.13 Most schools offer a mixed gender group but there are now 12 schools (Table 2.2) that deliver a girls-only School of Football programme, either in addition to or as their only School of Football. The school visited during the evaluation wanted to introduce the programme to address concerns from PE staff that there was a lack of opportunities for team-based sport for their female pupils and also in response to requests from the girls and evidence that this would be a welcomed addition to the sport offering.

Table 2.2 Girls-only Schools of Football

Name of school
Braidhurst High School
Calderside Academy
Gracemount High School
John Paul Academy
Kilwinning Academy
Lornshill Academy
Port Glasgow High School
St Machar Academy
St Paul's Academy
St Stephen's High School
Torry Academy
Viewforth Academy

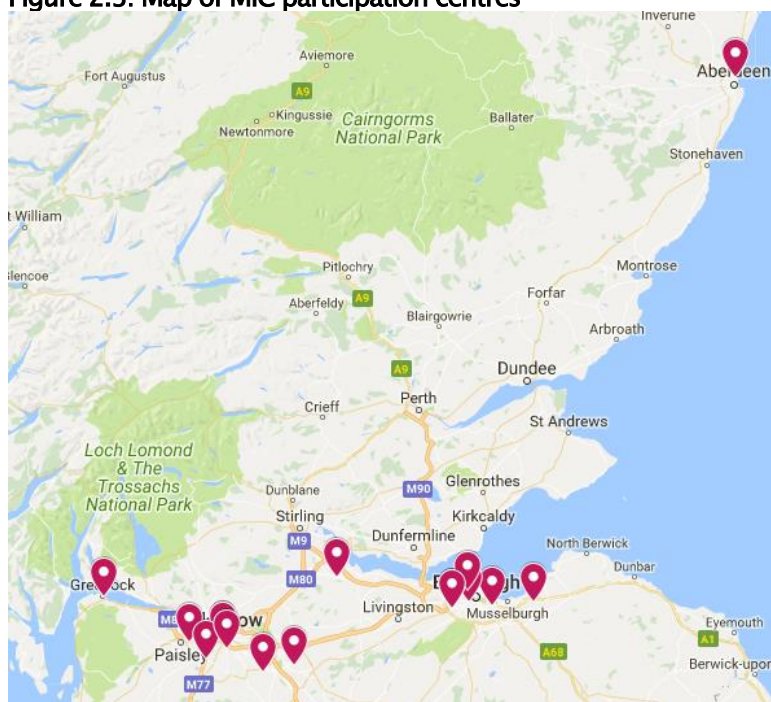
- 2.14 A total of 216 girls took part in the girls-only School of Football in Year 1, of which 137 were in S1 and 79 in S2.

My Inclusive Communities

- 2.15 The My Inclusive Communities (MIC) strand aims to support 10–24 year olds from ethnic minority backgrounds who are living in socially deprived areas to integrate into the community. Through a network of 16 participation centres, run by partner organisations like schools, football clubs and third sector organisations, the activity enables young people to participate in football training sessions and access coach education courses and mentoring programmes.

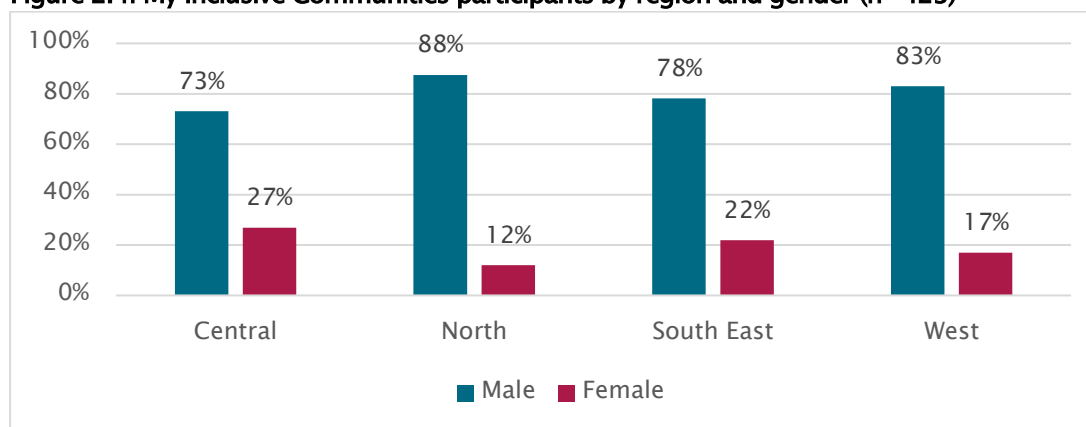


Figure 2.3: Map of MIC participation centres



- 2.16 This is a new strand of activity for Phase 4, but builds on the Scottish FA's previous CashBack-funded work to increase engagement and participation with people from ethnic minority communities.
- 2.17 The MIC strand aims to work with 1,890 young people during Phase 4. In the first year, there were 423 participants compared to the annual target of 630. Based on the profile information collected by the Scottish FA, 77% (324) were male and 23% (99) were female.

Figure 2.4: My Inclusive Communities participants by region and gender (n=423)



- 2.18 The content and structure of the MIC strand varies between participation centres. In the Edinburgh centre, visited as part of the evaluation, the voluntary organisation works closely with the local Mosque and encourages young people from the Muslim community to get involved in sport and physical activity. They:
- run a weekly session for primary school pupils;
 - run a weekly session for up to 20 secondary school pupils; and



- have a professional coach to deliver the sessions, paid through a participant contribution and a contribution from the voluntary organisation.

2.19 This is only one of the 16 centres, but coaches at the session we visited in Edinburgh were only aware of the Scottish FA involvement in the programme because they provided balls and bibs for training.

Volunteer and Inspire Project

2.20 The Volunteer and Inspire Project (VIP) is a new strand for Phase 4. It places young people aged 16–24 from schools, clubs, community groups and youth projects in a tailored 12-month learning pathway.

2.21 The Scottish FA works closely with a network of delivery partners – like football clubs, schools, colleges and third sector organisations – to identify young people to take part in the programme and support them over the 12 month period.

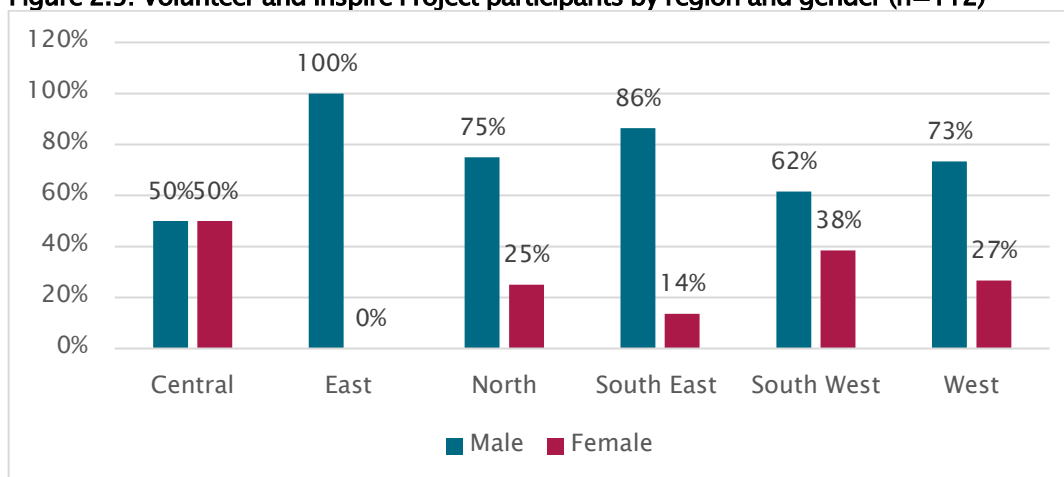
2.22 As part of the project, these participants:

- have a mentor;
- are supported to access training courses like coach education and volunteering opportunities with organisations, e.g. clubs, schools, Scottish FA events;
- attend four quarterly workshops covering topics such as disability awareness, diversity, child wellbeing and practical coaching; and
- are supported to progress onto other positive destinations at the end of the 12 months.

2.23 By the end of the 12-month period, participants will have gained qualifications and experience that supports their football/sport development and future progression.

2.24 The Scottish FA is aiming to work with 540 young people in the VIP strand across the three years, with a target of 180 in Year 1. In the first year, 128 young people participated in the activity. The majority of participants were male (98, 77%) and 23% (30) were female.

Figure 2.5: Volunteer and Inspire Project participants by region and gender (n=112)





Outcomes and targets

- 2.25 The programme's activity is being delivered against a core set of outcomes and indicators focused on improving the lives and long term prospects of young people. The eight outcomes and 24 associated indicators (listed in Appendix 1) appear appropriate for the programme being delivered and whilst high in number, they are relevant and achievable.
- 2.26 As with other Cashback partners who also have this indicator, increasing the attainment of participants will be challenging to evidence. In the School of Football strand, whilst some schools do deliver the programme in S3 and beyond, the focus is on S1 and S2 pupils, and there will be limited opportunities to gather data on changes in attainment within the three year phase.
- 2.27 For this reason, short and medium term changes that are likely to lead to increased engagement in education, especially improved attendance and behaviour, should be used as a proxy for improved attainment.
- 2.28 There have been some discrepancies in the reporting of data against the outcomes and indicators and there is variation between the breakdown by activity strand and the reporting scorecard. For example, the reporting scorecard indicates that 2,432 young people achieved accredited learning under Outcome 2, but the breakdown by activity strand gives the total as 319. The Scottish FA has confirmed that the figures included in the breakdown by activity strand are the most accurate. As the programme moves into Year 2, the reporting against each indicator will need to be more consistent to ensure greater accuracy.

Data collection and monitoring

- 2.29 The participant profile data has been inconsistently collected so it has not been possible to analyse the achievements of the programme by participant type or by postcode to cross reference with the Scottish Index of Multiple Deprivation (SIMD). For Years 2 and 3, the Scottish FA has developed a Participant Tracking Form to gather more data on School of Football participants and this will include information such as gender, school, year group, ethnicity, school interventions and attendance, meaning that there will be a similar level of information about participants, as was collected in Phase 3.
- 2.30 A similar form could also be used to gather profile data about VIP participants and, while young people's involvement in MIC is more ad hoc, a system to collect basic details about participation centre attendees would be beneficial.

Summary

- 2.31 This chapter has highlighted that the three strands have been successfully delivered. The target number of participants for School of Football has been far exceeded and the other two strands have fallen below their annual target but, unlike the established School of Football programme, this is the first year of the MIC and VIP delivery.



- 2.32 Although the primary evidence for the MIC strand is only drawn from one participation centre, in Years 2 and 3 there should be more work to understand:
- the links, support and association with the Scottish FA;
 - the partners operating the participation centres; and
 - the extent to which they are contributing to the activity's aim of improving the integration of ethnic minority groups.
- 2.33 While there has been an increase in the proportion of female participants in the School of Football strand compared with Phase 3, which may be in part due to the introduction of girls-only Schools of Football, the majority of participants across all three strands are male. The analysis of the available profile data shows real differences in the participation of females and males between regions. For example, VIP participants in the Central region are 50% female and 50% male but in the East region 100% are male. Similarly, 40% of School of Football participants in the East are female compared to only 10% in the South East. This imbalance should be explored to understand why there are such large differences across localities.
- 2.34 In Year 2, when more participant information is collected (i.e. from the tracking sheet for School of Football but also more from VIP and MIC participants) across all three strands, there will be more insight into delivery and the outcomes that are being achieved.
- 2.35 The next chapter considers the impact of the first year of My Community programme.



3. Programme impact

- 3.1 This chapter discusses the impact of the Scottish FA's CashBack-funded programmes in Year 1. The chapter is structured around each of the outcomes outlined in the CashBack for Communities Grant Offer Letter, with data, collected by the Scottish FA and research by the Blake Stevenson team, provided against the associated indicators under each heading.
- 3.2 There are a number of indicators relating to feedback from stakeholders in the VIP and MIC strands. The quantitative data reported against these indicators is based on a small number of interviews in these strands, and is complemented by qualitative data included in the commentary. In Years 2 and 3, a larger number of stakeholders from these strands, through interviews and surveys, should be included.

CashBack Outcome 1: Building capacity and confidence

- 3.3 The Scottish FA's CashBack Phase 4 programme has had a positive effect on participants' confidence.

Table 3.1: Building capacity and confidence

Indicator	Target	Actual	Achieved?
Young people demonstrate increased confidence	Total: 1,397	1,581	✓
	SoF: 749	989	✓
	VIP: 144	121	
	MIC: 504	423	
Other stakeholders surveyed report perceived increases of confidence & ability to do new things among young people	Total: 80%	95%	✓
	SoF: 80%	95%	✓
	VIP: 80%	100%	✓
	MIC: 80%	100%	✓

- 3.4 Data collected and analysed by the Scottish FA shows that 1,581 young people reported increased confidence, which is nearly 200 more than the target of 1,397. This positive result is reinforced by the findings from the School of Football fieldwork. The head teacher survey responses identified that the programme was having a positive impact on young people's confidence, with 95% (18) of the respondents reporting improvements among participants.
- 3.5 As in Phase 3, survey respondents and coaches who were interviewed highlighted that the School of Football was helping to increase participant's confidence both on and off the pitch and offered examples of shy pupils speaking up in class situations, pupils being prepared to take a leadership role in situations that they would have previously avoided, and self-confidence displayed by pupils who had been unsure of themselves. Participants confirmed this – *"I struggled with confidence but [School of Football] has improved it."*
- 3.6 In the girls-only School of Football, at one of the schools visited as part of the evaluation, teachers interviewed felt that it was very effective at increasing confidence in the girls at an age where they are very self-aware and influenced by the views of their peers. Being



part of the Schools of Football has helped the girls develop a bond and friendships that extended into other aspects of school life and this helped them to feel more confident at school. Their confidence in their footballing skills also grew; in this school, by the second term, the girls were taking part in the mixed training session with boys, something that they lacked the confidence to do in the first term.

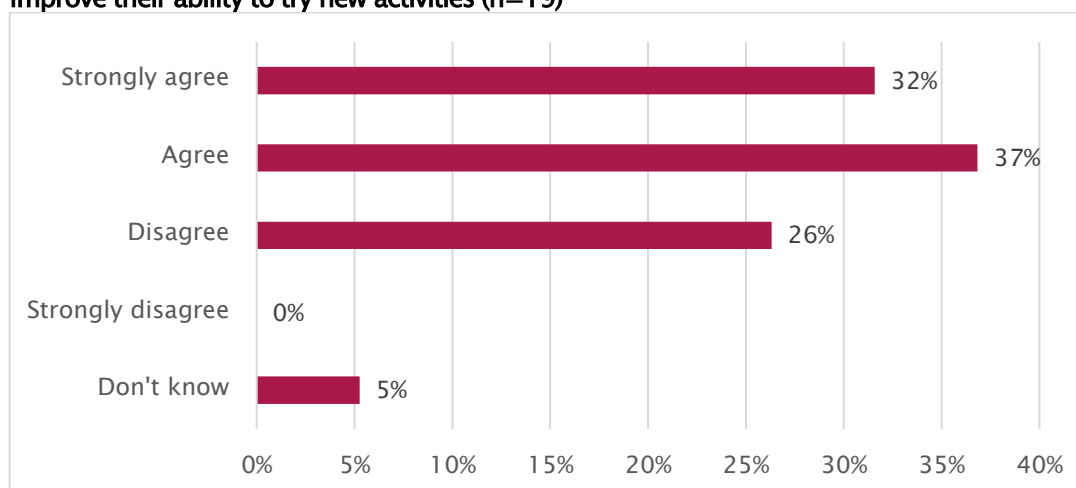
“Some of our young people have grown massively in confidence” (head teacher)

- 3.7 Participants in the VIP strand have also increased their confidence. Young people who were interviewed reported that the chance to work with different groups including children and people with disabilities, the experience of delivering coaching sessions and speaking in front of people, gaining new qualifications and volunteering at high profile events had all helped to improve their confidence.

Ability to try new things

- 3.8 This increased confidence encouraged participants to take part in new activities. In interviews, coaches involved in delivering the MIC strand observed that many participants have joined local football clubs. In one case, an interviewee reported that 12 young people from one participation centre had joined a local club after coaches from the club had reassured them that they had the skills to participate in the club activities.
- 3.9 The VIP strand also provided a range of opportunities to experience new things, especially coaching and other football related roles. One participant, who was the subject of a Scottish FA case study, had been involved in a range of different activities and acknowledged that the programme had *“been a great opportunity for me to gain loads of experience in many football development areas.”*
- 3.10 As Figure 3.1 shows, many head teachers surveyed observed that pupils involved in the School of Football programme were more willing to try new activities and expand their interest and involvement in football related activities and events in the wider community.

Figure 3.1: Young people’s involvement in the School of Football strand has helped them to improve their ability to try new activities (n=19)





CashBack Outcome 2: Developing physical and personal skills

- 3.1.1 Table 3.2 shows that the My Community programme has met many of its targets for helping young people to develop their physical and personal skills, particularly those involved in the School of Football.
- 3.1.2 The achievement of the targets for VIP and MIC vary, but there are still hundreds of young people whose physical and personal skills have benefited from their engagement in the programme. In Year 2, a focus on the accreditation and volunteering targets would improve achievements under this outcome.

Table 3.2: Developing physical and personal skills

Indicator	Target	Actual	Achieved?
Young people gain accreditation for learning and skills development	Total: 361	319	
	VIP: 171	128	
	MIC: 190	191	✓
Young people demonstrate/report increased skills	Total: 1,310	1,588	✓
	SoF: 702	989	✓
	VIP: 135	128	
	MIC: 473	423	
Other stakeholders report skills increasing	Total: 75%	95%	✓
	SoF: 75%	95%	✓
	VIP: 75%	100%	✓
	MIC: 75%	100%	✓
Number of young people completing 40 hours volunteering	Total (VIP only): 171	112	
Number of young people improving physical, literacy skills, agility, balance, co-ordination, speed and stamina	Total (SoF only): 702	989	✓

Personal skills

- 3.1.3 Almost all (18, 95%) head teachers surveyed, reported that the young people's involvement in the School of Football has helped to improve their skills for learning, life and work. This is a slight increase compared to Year 3 of Phase 3, when 89% (8) of head teachers who were surveyed reported this. These skills included literacy, numeracy, leadership, teamwork, communication, responsibility, resilience, organisation and time management. Such skills were encouraged and reinforced by the programme and, as one head teacher identified, they are *“embedded into every session and are becoming common practice for all involved.”*
- 3.1.4 These findings were reinforced by one School of Football that surveyed its 40 participants, where pupils identified that the programme had:
- improved their listening skills (38, 95%);
 - improved their leadership skills (37, 93%); and



- improved their cooperation skills (36, 90%).

"[Participants have shown improved] respect, discipline and ability to work as a team"(coach)

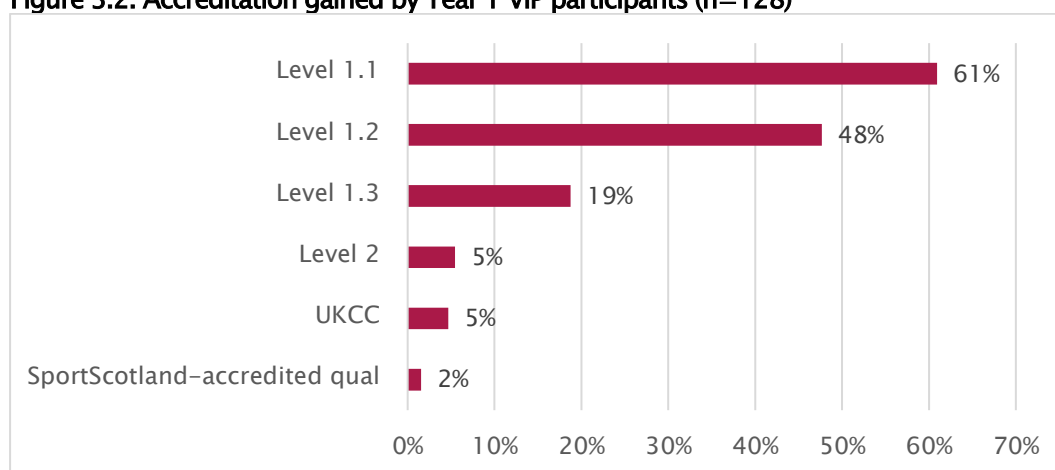
- 3.15 Teamwork was also identified as a skill developed at the MIC participation centre. The coach described how participants were socialising, developing friendships and co-operating with each other during the sessions.
- 3.16 Interviewees at the School of Football recognised that the personal skills they were developing *"will help you in later life,"* and that this would help as they move through education and into their next destination.
- 3.17 The VIP participants understood the range of employability skills that they were developing and the opportunities to experience different environments through the volunteer placements and the support from the providers. This strand in particular had clear pathways into training, employment and volunteering, and support to develop the skills so that participants were ready to make that transition.

Physical and football skills

- 3.18 Inevitably, the Schools of Football sessions positively impact on participants' football skills, with improvements in areas such as passing, dribbling and shooting, as well as physical skills and performance like agility, balance and stamina.
- 3.19 A coach at the MIC participation centre in Edinburgh also believed that the activity has had a positive impact on the physical and football skills of participants. He indicated that for some of the young people this was the only *"platform like this"* to develop their football skills and regularly undertake physical activity. Some of the older participants who volunteered as coaches had been subsidised by the Scottish FA to complete coach education courses which was keeping them active and there was an opportunity for more work to support and encourage this.
- 3.20 The MIC strand met its accreditation target in Year 1 with just under half (191, 45%) of participants gaining a qualification at Level 1.1 of the Scottish FA's coach education framework.
- 3.21 Whilst the VIP strand did not meet its annual accreditation target of 171, all 128 VIP participants in Year 1 did gain a qualification, as shown in Figure 3.2.



Figure 3.2. Accreditation gained by Year 1 VIP participants (n=128)



- 3.22 Fewer VIP participants have completed higher levels of the framework, but they could progress to further accreditation beyond the 12 month period.
- 3.23 Formally recognising learning is important to the staff in the Schools of Football. All participants on this programme take part in the Dynamic Youth Award and some schools offer a range of opportunities for participants to achieve additional qualifications. For example one school visited during the evaluation offers an SQA-accredited wellbeing award for School of Football pupils in S1 to S3, and National 5 PE with a focus on football for S4 participants. The list of qualifications offered to participants at this school is summarised in Figure 3.3.

Figure 3.3: Courses offered for School of Football participants at one school

Broad General Education Courses-

S1 <ul style="list-style-type: none"> - SFA Practical Programme - SFA Theory Programme - SQA Wellbeing Award - SoF Values Course 	S2 <ul style="list-style-type: none"> - SFA Practical Programme - SFA Theory Programme - SQA Wellbeing Award - SoF Values Course 	S3 <ul style="list-style-type: none"> - Practical Programme - S3 Wellbeing Award (SCQF Level 3, 4 or 5) - SoF Values Course
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------

Senior Phase Courses-

S4 <ul style="list-style-type: none"> - SQA National 5 Physical Education - SoF Values Course 	S5 <ul style="list-style-type: none"> - Proposed bespoke National 5 Football Course - SoF Values Course 	S6 <ul style="list-style-type: none"> - SCQF Level 5 Leadership Award - SoF Values Course
------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------

- 3.24 This example shows that there are opportunities for School of Football participants to gain accreditation for their learning in the programme, and school staff would like to see more of a formal qualification tailored to the School of Football. The Scottish FA is exploring this with some schools in the South East region, with the plan to develop an SQA-recognised bespoke qualification for School of Football participants.



CashBack Outcome 3: Changing behaviours and aspirations

- 3.25 Table 3.3 shows that participants have demonstrated increased aspirations and improved behaviour as a result of taking part in the programme, and all overall targets have been met for this outcome.

Table 3.3: Changing behaviours and aspirations

Indicator	Target	Actual	Achieved?
Young people report increased aspirations	Total: 1,048	1,130	✓
	SoF: 562	638	✓
	VIP: 108	114	✓
	MIC: 378	378	✓
Other stakeholders surveyed report increased aspirations	Total: 60%	89%	✓
	SoF: 60%	89%	✓
	VIP: 60%	N/A	
	MIC: 60%	N/A	
Young people report positive changes in behaviour	Total: 1,048	1,130	✓
	SoF: 562	642	✓
	VIP: 108	114	✓
	MIC: 378	374	
Other stakeholders report perceived positive changes in behaviour	Total: 60%	95%	✓
	SoF: 60%	95%	✓
	VIP: 60%	100%	✓
	MIC: 60%	100%	✓

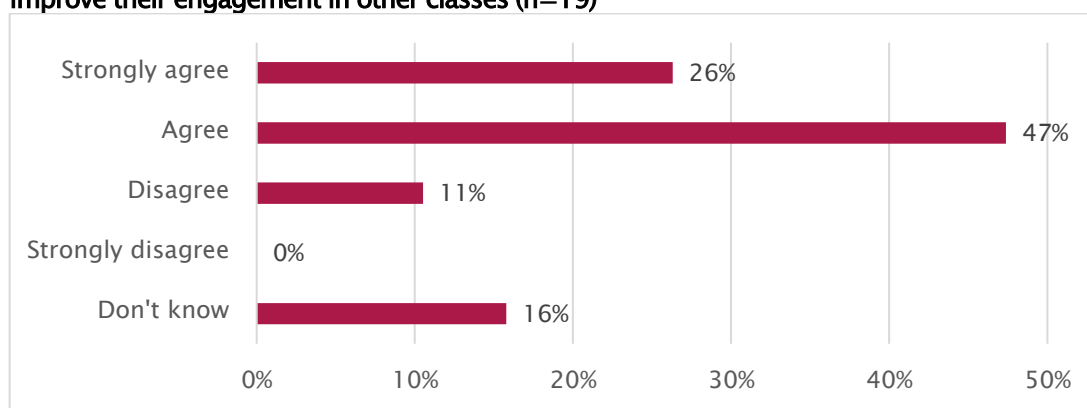
Behaviour

- 3.26 Nearly all (95%) head teachers who responded to Blake Stevenson's survey reported that the young people's involvement in the School of Football has resulted in improved behaviour at school. During the evaluation visits, teachers emphasised the positive impact on the behaviour and engagement of participants in other classes and outside school. Interviewees said that being involved in the School of Football is seen as a privilege and participants are expected to display high standards of behaviour across all their classes if they are to continue on the programme.
- 3.27 As in Year 3 of Phase 3, several head teachers who responded to the survey also commented that communication between school staff and the School of Football coach was crucial to the improvement of behaviour and engagement in other classes. One respondent described how *"if a difficulty arises throughout the course of a day for a young person, the coach will want to know about it so they can use that to iron out such difficulties."* Another respondent indicated that the school also had *"great communication"* with the families of participants, which has strengthened the impact of the programme on behaviour both inside and outside school.



- 3.28 Schools use various techniques to communicate between staff and coaches about behaviour and engagement. At one school, a monitoring booklet has been introduced for School of Football participants, which is signed and graded by all classroom teachers during the week to ensure participants are maintaining a high level of behaviour.
- 3.29 At another school visited as part of the evaluation, to address the behaviour of School of Football participants at the start of the 2017–18 session, the school created a code of conduct (see Appendix 3) that players and parents have to sign. This includes awards to recognise those who have applied themselves as well as consequences for poor behaviour in School of Football and other classes. This approach has led to sustained improvements in behaviour among participants.
- 3.30 The changes in behaviour have led to increased engagement as a result of the School of Football programme. In the head teacher survey, three quarters of the respondents felt that this was the case. (Figure 3.4)

Figure 3.4: Young people's involvement in the School of Football strand has helped them to improve their engagement in other classes (n=19)



Aspirations

- 3.31 The programme has helped to increase young people's aspirations for the future, and VIP participants in particular spoke positively about the programme's impact on them in this respect. They enjoyed the opportunity to take part in various voluntary roles, which increased their awareness of and interest in career options in football (and sport more widely) including coaching, sports development, event management and marketing and these opportunities helped to increase their aspirations to work in the sector.
- 3.32 Two VIP participants, who were Scottish FA case study subjects, are currently studying sports coaching at college and indicated that the programme had helped develop their aspirations. One of the participants noted that, without the programme, they would not have had the motivation to *"continue my education in both the sport and college."*
- 3.33 Schools of Football participants also increased their aspirations for the future, with 89% (17) of respondents to the survey of head teachers identifying a positive impact on participants in this regard.



CashBack Outcome 4: Improving wellbeing

- 3.34 As shown in Table 3.4, the My Community programme has led to improved wellbeing for participants, with a higher number of young people making positive comments about their wellbeing than the set target.

Table 3.4: Wellbeing

Indicator	Target	Actual	Achieved?
Young people make positive comments about wellbeing against one of the relevant SHANARRI indicators	Total: 1,048	1,098	✓
	SoF: 562	644	✓
	VIP: 108	114	✓
	MIC: 378	340	
Other stakeholder make positive comments about wellbeing against one of the relevant SHANARRI indicators	Total: 60%	89%	✓
	SoF: 60%	89%	✓
	VIP: 60%	100%	✓
	MIC: 60%	100%	✓

- 3.35 Survey respondents and interviewees recognised and agreed that the School of Football strand has helped to improve health and wellbeing among participants, because by taking part in regular exercise they were becoming more fit and active.
- 3.36 Young people are not only improving their physical wellbeing, but also their social, emotional and mental wellbeing. At one school, the Dynamic Youth Quality Assurance Tool has been used to collect data on School of Football participants' self-esteem, social skills and self-worth and this provided evidence of improvements. For example, 94% of participants reported improved self-esteem and 75% felt valued as a member of their community as a result of the programme.

"Emotional and social well-being has improved due to being part of a team and they all pull together for each other." (head teacher)

- 3.37 Head teachers reported a significant impact on the mental wellbeing of School of Football participants. They gave examples like the education within the programme that increased awareness of mental factors of performance such as resilience and a growth mind set. They also explained that the bonds and friendships being formed and regularly spending time together led to a sense of belonging and identity within the school environment. Interviewees in a girls-only School of Football confirmed this, where participants described their group as a *"family"* and indicating that it helped with the transition to secondary school.
- 3.38 The lead coach at an MIC participation centre in Edinburgh also commented on the positive impact of the programme on the social wellbeing of participants. Whilst most of the participants were from the same Muslim community, they had developed new friendships and had got to know more people in their community.



CashBack Outcome 5: Increasing school attendance and attainment

- 3.39 There is evidence that the Schools of Football programme is encouraging greater attendance in some schools and there are clear indications that the programme is helping to improve participants' engagement in other classes which should help with their attainment.

Table 3.5: School attendance and attainment

Indicator	Target	Actual	Achieved?
Young people improve attendance	Total (SoF only): 655	1,107 reported by SFA but attendance data only from 6 schools	?
Other stakeholders surveyed confirm attainment at school has improved	Total (SoF only): 70%	74%	✓
Young people gain referee qualifications	Total (VIP only): 50	0	

- 3.40 Collated data for participants from six Schools of Football showed that these participants had higher than average attendance than that of their peers, with the exception of S2 participants at Castlehead High School. This suggests that, in these schools the programme was having a positive impact on the school attendance of their pupils.

Figure 3.6 Average school attendance at School of Football schools

School	Year group	Average attendance of SoF participants (%) ²	Average attendance of whole year group (%)
Castlehead High School	S1	96.18%	95.88%
	S2	91.69%	92.36%
Govan High School	S1	95.51%	95.37%
	S2	92.65%	89.37%
John Paul Academy	S1	93.40% (Boys SoF) 96.75% (Girls SoF)	92.82%
Renfrew High School	S1	96.93%	92.21%
	S2	95.42%	92.05%
St. Mungo's Academy	S1	96.72%	92.15%
	S2	97.25%	93.65%
St. Stephen's High School	S1	93.24% (Boys SoF) 96.25% (Girls SoF)	92.32%
	S2	91.32%	90.64%

² Rows highlighted in green show where average attendance of School of Football participants is higher than the average of the year group.



- 3.41 Overall, the sample of schools that provided attendance data is a relatively small proportion of the 26 Schools of Football. In Years 2 and 3, more detailed attendance data from a larger number of schools would provide more robust evidence for this outcome.
- 3.42 Teachers and coaches who were consulted during the evaluation mirrored the findings from the data, with 89% of head teacher survey respondents identifying that the pupil's involvement in the School of Football resulted in improved attendance at school. One school, visited during the evaluation, has a contract with School of Football participants that commits them to attending school and catching up on the work they miss, which has encouraged participants to maintain a high level of attendance.

Increased engagement

- 3.43 School of Football teachers felt that improved attendance can lead to improved engagement in other classes. Nearly three-quarters (14, 74%) of head teachers reported that the School of Football has helped to improve participants' engagement in other classes, which is significantly higher than in Year 3 of Phase 3 when 44% of respondents reported improved engagement. Respondents were similarly positive about the programme's effect on pupils' concentration (13, 68%) and academic performance in other areas (12, 63%). A deputy head teacher who was interviewed noted that the programme *"makes kids eager to come to school"*. This was echoed by another teacher who described how pupils were *"excited to be part of the School of Football"* and that it was helping to improve their overall experience of secondary school.
- 3.44 In some schools, extending the School of Football beyond S1 and S2 seems to benefit pupils in the final year of broad general education and their senior phase. In one school, where the programme has been extended to S3 and S4, the lead teacher said that if there was not a School of Football, S3 pupils would *be "severely at risk of disengaging."* The teacher is confident this group will remain engaged with school and will achieve qualifications, as long as they have School of Football as a hook to keep them attending school. This is consistent with the findings in Phase 3.
- 3.45 In recognising the impact that the Schools of Football programme can have on the wider school experience, the Scottish FA and some Schools of Football are planning to implement an enhanced School of Football model in 2018–19. This will involve extending School of Football to senior year groups with the potential to gain more qualifications and for the programme to contribute more to the achievement of other curriculum areas such as literacy and numeracy.
- 3.46 As one head teacher said, *"traditional models don't work for everyone"* but *"when pupils are engaged and motivated and the context is right, you can feed into other areas of learning."* Plans for the enhanced School of Football are still in development, but this is an area that should be explored in more detail in Years 2 and 3.



CashBack Outcome 6: Improving learning and employability options

- 3.47 Table 3.7 shows that it is generally still too early to measure the impact of the programme on participants' learning and employability options.

Table 3.7: Improving learning and employability options

Indicator	Target	Actual	Achieved?
Young people take part in learning	Total (SoF only): 936	1,208	✓
Young people take part in volunteering	Total: 168	146	
	VIP: 140	118	
	MIC: 28	28	✓
Young people undertake coaching, mentoring or supporting roles	Total: 186	146	
	VIP: 126	118	
	MIC: 60	28	

- 3.48 However, there is some evidence that the programme, particularly the VIP strand, has helped to improve the employability of participants, with this and the MIC strand helping participants to gain qualifications and build their experience so that they move closer to employment.
- 3.49 The VIP and MIC strands did not meet their targets in terms of participation in volunteering and coaching/mentoring, but this is due mainly to a shortfall in overall participation rates. In fact, out of the total number that participated in these programmes, a very high percentage of the participants took learning or employability options. For example, 92% (118) of the 128 VIP participants in Year 1 have taken part in volunteering.
- 3.50 VIP participants identified three main benefits of the strand in:
- enhancing their opportunities to work in football;
 - providing opportunities to gain experience of the roles within football; and
 - providing opportunities to network with people who work in football and the sport sector more widely.

CashBack Outcome 7: Increasing participation in positive activity

- 3.51 As shown in Table 3.8, the Scottish FA Phase 4 programme has exceeded its targets for participation in Year 1 of the Phase 4 programme.



Table 3.8: Increasing participation in positive activity

Indicator	Target	Actual	Achieved?
Young people participate in positive activity	Total: 936 (SoF only)	989 ³	✓
Young people are new to the activity (had never done that type of activity before)	Total: 936 (SoF only)	989	✓

- 3.52 Fieldwork with Schools of Football found that participation in the programme has encouraged young people to become more involved in positive activity, especially within football, as has been described throughout this chapter.

CashBack Outcome 9: Contribute positively to the community

- 3.53 Stakeholders felt that it was too early in the programme delivery to comment on the contribution of young people to the community, and whilst the MIC target for participants entering coaching mentoring or supporting roles was not met, young people feeling that their contribution and links to the communities had been achieved.

Table 3.9: Contribute positively to the community

Indicator	Target	Actual	Achieved?
Young people feel contribution and links with communities improved	Total: 189 (MIC only)	214	✓
Other stakeholders perceive that young people contribution and links with community improved	Total: 30% (MIC only)	Too early to measure – but there is some anecdotal evidence	
Coach Education young people coaching, mentoring or supporting roles	Total: 60 (MIC only)	28	

Chapter summary

- 3.54 Overall, the Scottish FA's My Community programme has successfully delivered on its outcomes and most of its indicators in Year 1. In total, 17 of the 24 targets were met in Year 1, which demonstrates strong overall performance. The Schools of Football anchors the success of the programme, which performed particularly well against outcomes 1, 3, 4 and 7, with all overall targets being met for building confidence and capacity, changing behaviours and aspirations, improving wellbeing and increasing participation in positive activity.
- 3.55 Fieldwork conducted by the evaluation team supported these results, with many of the participants and stakeholders in all three strands noting that the programme has had a significant impact in these areas.

³ This is different to the total number of School of Football participants reported by the Scottish FA in the gender and region breakdown provided in Chapter 2 (1,130).



- 3.56 The evidence collected indicates that, on average, School of Football participants tend to have better attendance than their overall year group. However, there is a need to collect more robust data from schools and participants so that there is a greater body of evidence that can be provided for Outcome 5 related to attendance, attainment and engagement at school. In Year 2, it is important that the evaluation maintains its focus on the impact of the School of Football strand, in particular the schools taking part in the enhanced model of the strand.
- 3.57 While some target numbers have not been met in the VIP and MIC strands (e.g. accredited learning and volunteering) this is due to lower overall participation in these strands. In fact, the figures reported show that high percentages of participants are achieving the intended outcomes, even if the numerical target has not been met. However, it would be beneficial for the Year 2 evaluation to focus more on these newer strands (VIP and MIC) to better understand the impact of lower overall participation rates on the target numbers that were not met, and how the strands are supporting and developing the skills and abilities of participants.
- 3.58 Across the whole programme, a more detailed understanding of the profile of all participants will provide information to support delivery, evidence the impact and showcase the positive effect of the programme strands on participants and their school or home community.



4. Conclusions and recommendations

- 4.1 In Year 1, the Scottish FA's My Community programme has successfully delivered a range of activities that support young people from disadvantaged backgrounds. The three strands of activity each provide a unique form of support that is tailored to the specific needs of the participants. The value of this approach is reflected in the significant progress towards outcomes and targets as well as highly positive feedback from all stakeholders.
- 4.2 The School of Football, as the largest and most established strand of activity, has been particularly successful at meeting all of its specific targets in Year 1, and participants have experienced a range of benefits including improvements to their confidence, skills, behaviour, aspirations, wellbeing, engagement and learning at school.
- 4.3 Although female participation remains low across the three strands, the introduction of girls-only Schools of Football has been a welcome addition to the programme, and female participation in the School of Football is now higher than in previous phases of CashBack funding.
- 4.4 The VIP and MIC strands of the programme, both in their first year of delivery, have not always performed as strongly during Year 1, due in part to lower overall participation rates. Still, in many cases there has only been a slight shortfall against the VIP and MIC related targets, and the proportion of the overall number of participants in these strands who have achieved against key indicators, such as participation in volunteering, has been high.
- 4.5 There have been some issues relating to data collection in Year 1, and little data has been gathered on the full profile of participants. This has limited the understanding of the extent to which the programme is reaching young people from a disadvantaged background. However, the development and implementation of a tracking sheet by the Scottish FA for School of Football participants in Year 2 should increase the profile data for this strand and an appropriate way to explore collection of data from MIC and VIP participants should be reviewed.
- 4.6 The evaluation team has collected and analysed a range of evidence related to the impact of the My Community programme. This has included evidence of:
- increased confidence amongst participants from all strands both on the pitch and in the classroom, including taking on leadership roles and speaking more in class;
 - participants across the three strands trying new things such as joining local clubs and taking on coaching roles, and VIP participants gaining new experience delivering coaching sessions and working with children and people with disabilities;
 - new personal and physical skills being developed for learning, life and work such as teamwork, leadership, listening, time management, responsibility and resilience;



- new physical skills gained including agility, balance and stamina, and football skills such as passing, dribbling and shooting;
- accreditation for learning gained at a range of coach education framework levels, especially Level 1.1 and, in the School of Football, the Dynamic Youth Award;
- improvements in the behaviour of School of Football participants within school and increased aspirations amongst School of Football and VIP participants who have taken part in voluntary roles that have increased their awareness of and interest in career options in football;
- improvements in physical wellbeing of participants through regular exercise, and mental, social and emotional wellbeing through increased awareness of the mental factors of performance and the forming of friendships which instils a sense of belonging;
- increased school attendance amongst some School of Football participants and Improved engagement in other classes; and
- VIP and MIC participants gaining qualifications and coaching/volunteering experience that will help them move into employment.

Recommendations and areas for consideration

- 4.7 Based on the findings of the Year 1 evaluation, some areas for consideration are listed below, including possible improvements that could be made to continue to strengthen the My Community programme in Years 2 and 3.

Recommendation 1: In Year 1, the My Community programme has successfully improved the confidence, skills, behaviour, aspirations, wellbeing, engagement and learning of participants. During the following years of the programme, the Scottish FA should continue the progress made in these areas and increase the number of participants who make improvements in their personal development.

Recommendation 2: No parents/carers were interviewed as part of the Year 1 evaluation activities due to either limited interest from parents or schools not making the necessary arrangements. In Year 2, the evaluation would benefit from greater support from schools to arrange interviews with parents/carers, given the important insight they can provide into the impact of the programme on young people outside school. Any support that the Scottish FA could provide in helping schools to recruit parents to take part in the evaluation would be beneficial.

Recommendation 3: There was a significant gender imbalance across all three My Community strands and, although there has been an improvement in female participation within the School of Football, more consideration should be given to recruiting female participants.



Recommendation 4: Although only limited participant profile data was collected during Year 1, the planned Participant Tracking Form for use in Schools of Football should collect comprehensive profile information which includes school performance and behaviour information, equalities data and postcode. The Scottish FA could also consider introducing an appropriate participant profile form for VIP participants and a system to collect basic details about the MIC participants. This will ensure that there is a clear understanding of the extent to which the programme is being delivered to young people from a disadvantaged background.

Recommendation 5: As highlighted under Outcome 5 in Chapter 3, comparable attendance data was provided by six schools in Year 1, with additional data on changes in attendance provided by one school. As in Phase 3, more detailed analysis of the impact of the School of Football strand on attendance could be achieved if a larger number of schools provide standardised attendance data that compares participant attendance to average attendance of the whole year group, and also tracks changes in individuals' attendance before and after being involved in the programme.

Recommendation 6: Fieldwork in Year 1 largely focussed on participants and stakeholders from the School of Football strand of activity. In Year 2 it would be beneficial to focus evaluation activity on the VIP and MIC strands and involve a larger number of stakeholders from these strands so that the impact of VIP and MIC can be explored in greater depth.

Recommendation 7: The quantitative data related to performance against indicators, except those that refer to feedback from stakeholders, is based on information collected and analysed by the Scottish FA through various methods. This shows strong performance and, in Year 2, this data should be available for analysis so that it can be part of the external evaluation.

Recommendation 8: The introduction of an enhanced School of Football model in some schools in Year 2, described under Outcome 5 in Chapter 3, should be a focus for the future stages of the evaluation to see how the programme contributes to other areas of the curriculum.



APPENDIX 1: OUTCOMES & TARGETS

Year 1 Targets	
Outcome 1: Young people build their capacity and confidence	
My School of Football	
Young people report increase in confidence	749
Other stakeholders report increase in confidence	80%
Volunteer & Inspire Programme	
Young people report increase in confidence	144
Other stakeholders report increase in confidence	80%
My Inclusive Community	
Young people report increase in confidence	504
Other stakeholders report increase in confidence	80%
Outcome 2: Young people develop their physical and personal skills	
My School of Football	
Young people report skills improving	702
Other stakeholders report an increase in skills	75%
Young people improve their physical, literacy skills; agility, balance, coordination, speed and stamina	702
Volunteer & Inspire Programme	
Young people complete volunteering 40 hrs	171
Young people receive accreditation	171
Young people report skills improving	135
Other stakeholders report an increase in skills	75%
My Inclusive Community	
Young people receive accreditation	190
Young people report skills improving	473
Other stakeholders report an increase in skills	75%
Outcome 3: Young people's behaviours and aspirations change positively	
My School of Football	
Increased feelings of aspirations	562
Other stakeholders surveyed report perceived increased aspirations in young people	60%
Young people report positive changes in behaviour	562
Other stakeholders surveyed report perceived positive changes in the behaviour of young people	60%



Year 1 Targets	
Volunteer & Inspire Programme	108
Increased feelings of aspirations	
Other stakeholders surveyed report perceived increased aspirations in young people	60%
Young people report positive changes in behaviour	108
Other stakeholders surveyed report perceived positive changes in the behaviour of young people	60%
My Inclusive Community	
Increased feelings of aspirations	378
Other stakeholders surveyed report perceived increased aspirations in young people	60%
Young people report positive changes in behaviour	378
Other stakeholders surveyed report perceived positive changes in the behaviour of young people	60%
Outcome 4: Young people's wellbeing improves	
My School of Football	
Young people report increases in feelings against relevant SHANARRI indicators	562
Other stakeholders surveyed report perceived increases in SHANARRI indicators among young people	60%
Volunteer & Inspire Programme	
Young people report increases in feelings against relevant SHANARRI indicators	108
Other stakeholders surveyed report perceived increases in SHANARRI indicators among young people	60%
My Inclusive Community	
Young people report increases in feelings against relevant SHANARRI indicators	378
Other stakeholders surveyed report perceived increases in SHANARRI indicators among young people	60%
Outcome 5: School attendance and attainment increases	
My School of Football	
Participants' attendance at school improves	655
Stakeholders/participants surveyed confirm attainment at school has improved	70%
Volunteer & Inspire Programme	
Young people gain referee qualifications	50



Year 1 Targets	
Outcome 6: Young people participate in activity which improves their learning, employability and employment options (positive destinations)	
My School of Football Take part in learning	936
Volunteer & Inspire Programme Take part in volunteering	140
Young people undertake coaching, mentoring or supporting roles	126
My Inclusive Community Take part in volunteering	28
Young people undertake coaching, mentoring or supporting roles	60
Outcome 7: Young people participate in positive activity	
My School of Football Young people participate	936
Young people are new to that activity	936
Outcome 9: Young people contribute positively to their communities	
My Inclusive Community Young people feel their contribution and links with communities are improving	189
Other stakeholders surveyed perceive that young people's contribution and links are improving	30%
Coach Education participants undertake coaching, mentoring or supporting roles	60



APPENDIX 2: LIST OF YEAR 1 SCHOOLS OF FOOTBALL

School	Year groups	Year established
Ayr Academy	S1 – S2	2017
Braidhurst High School	S1 – S4	2008
Calderside Academy	S1	2017
Castlebrae High School	P7 – S2	2017
Castlehead High School	S1 – S2	2010
Craigie High School	S1 – S2	2009
Cumnock Academy	S1 – S2	2008
Govan High School	S1 – S2	2011
Gracemount High School	S1 – S4	2009
John Paul Academy	S1	2017
Kilwinning Academy	S1 – S2	2017
Kincorth Academy	Not provided	Not provided
Levenmouth Academy	S1 – S2	2010
Lornshill Academy	S1 – S3	2011
Newbattle High School	S1 – S2	2008
Port Glasgow High School	S1 – S2	2013
Renfrew High School	S1 – S2	2009
St Davids High School	S1	2017
St Machar Academy	S1 – S2	2008
St Matts Academy	S1	2017
St Mungo's Academy	S1 – S3	2011
St Pauls Academy	S1 – S2	2018
St Stephen's High School	S1 – S2	2013
Torry Academy	S1	2017
Vale of Leven Academy	S1 – S3	2011
Viewforth Academy	S1 - S2	2017



APPENDIX 3: CODE OF CONDUCT FROM GRACEMOUNT HIGH SCHOOL OF FOOTBALL

School of Football- Raising the Standards



The SFA and Gracemount High School are committed to providing you with the opportunity to develop your social, academic and technical ability through football. In order to help us achieve our goals all SoF pupils agree to observe our code of conduct.
The code below is based on 3 principles and 10 instructions which outline the expectations of all participants;



Behaviour- <i>You can show good behaviour by;</i> <ol style="list-style-type: none"> 1- Displaying good listening skills. 2-Following instructions first time. 3- Using positive language; Swearing will not be tolerated. 	Kit <i>You can follow our kit policy by;</i> <ol style="list-style-type: none"> 8- Bringing full kit to every session (Red socks, shorts, shirt and jacket) **Players without kit will borrow 9- Taking a maximum of 10 mins from the bell to arrive, get changed and registered. 10- Bringing full kit to help the coach when you are injured.
Attitude- <i>You can show good attitude by;</i> <ol style="list-style-type: none"> 4- Encouraging, respecting and showing sportsmanship. 5- Displaying motivation throughout sessions. 6- Showing responsibility by helping the coach with equipment. 7- Maintaining a positive attitude and good behaviour in all other subjects. 	<p style="text-align: center;">Gracemount SoF Motto- “High Expectations, No Excuses”</p>



SCHOOL OF FOOTBALL POSITIVE PLAYERS DISCIPLINE CODE

Positive work towards the code of conduct will be recognised and celebrated each month through;

Value postcards-
Awarded for individual occasions of good conduct.

Person of the Month Awards-
Awarded for consistent good conduct.

Player of the Month Awards-
Awarded for consistent strong footballing performances.

Club Player of the Month Awards-
Awarded for achievements at club level.

Communities Awards-
Awarded to an individual who is volunteering in football in our community.

First occasion breaking code of conduct-
Verbal warning 1

Second occasion breaking code of conduct-
Verbal warning 2

Third occasion breaking code of conduct-
Supported Intervention (time in on call room) and referral to Ms Scott, Phone call home & restorative meeting with School of Football coach.

Fourth occasion + consistent breaking code of conduct-
Continued poor discipline results in meeting with School of Football lead, HWB CL and parent/carer over continued participation of programme.

Pupils consistently without kit-
A phonecall home to ask for parent/carer support.



I agree to abide by the codes of conduct and Positive Discipline Code set by the SFA and Gracemount HS. If I do not abide by the codes, I accept that my position in school of football can be revoked.

PLAYERS NAME: (print name) _____ (signature) _____

Parent and carer support is important to us. I agree to support the Scottish FA and GHS and encourage the school to take any necessary disciplinary actions for any players who do not follow the Codes of Conduct.

PARENT/GUARDIAN'S NAME: (print name) _____ (signature) _____